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ABSTRACT

This report provides an account and evaluation of activities conducted under the Illinois Community College Disadvantaged Student Grant Programs (DSGP), which were instituted in 1973 and which are currently serving 116,612 students on 51 campuses. Part I offers responses from students and instructors to the programs and provides examples of noteworthy accomplishments and anecdotal accounts to illustrate ways in which the DSGP have served persons of all ages, with varying goals, and with different educational levels and personal needs. This section also examines recruitment efforts, outreach activities, special services, and links which have been established with the community. Part II offers data tables and analyses covering: (1) districtwide data on DSGP awards based on credit hours offered in Adult Basic Education (ABE), General Educational Development (GED), and English as a Second Language (ESL) programs and on number of participants; (2) percent of colleges involved in various activities (e.g., needs assessment); offering specific programs (e.g., counseling and tutoring); and serving specific groups (e.g., immigrants, older adults, and handicapped); (3) analysis of program participation by college; (4) students served by age, sex, and racial and ethnic origin; (5) reasons for students' separation from DSGP; and (6) the impact of DSGP on students in areas such as employment and educational attainment. Part III provides a summary and projections. (HB/KL)

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DISADVANTAGED STUDENT GRANT PROGRAM

ANNUAL REPORT FOR THE

ILLINOIS PUBLIC COMMUNITY COLLEGES

FY 1981

Illinois Community College Board
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Illinois Community College Board

DISADVANTAGED STUDENT GRANT PROGRAM
ANNUAL REPORT FOR FY 1981

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PREFACE

This report was designed to describe the scope of significant accomplishments related to the Illinois community college Disadvantaged Student Grant Programs (DSGP). It reports the offerings, the clientele served, the impact of the Disadvantaged Student Grant Program on clientele served, reasons for separation from the program, and evaluations of the Disadvantaged Student Grant Program. The report also shows, through anecdotal accounts, exemplary achievements of persons or groups involved in the FY 1981 program.

Data for the report are based upon responses given to two forms: Disadvantaged Student Grant Program Statistical Report (ICCB-43) and Program Evaluation Report (ICCB-44). Data reported by Disadvantaged Student Grant Program Coordinators at each Illinois community college district were relative to the 1980-81 academic year.

Carolyn R. Hawkins
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Student and Community Services

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INTRODUCTION

The Illinois General Assembly and Governor provided $1,400,000 for FY 1973 to the Illinois Community College Board (ICCB) for the first Disadvantaged Student Grants to Illinois public community colleges. Formula grant allocations were based on the college districts' financial aids awards from the College Work Study (CWS), National Direct Student Loan (NDSL), Basic Education Opportunity Grant (BEOG), and Supplemental Educational Opportunity Grant (SEOG) as reported by the U.S. Office of Education. During these early years, the programs were largely directed toward the economically disadvantaged.

In the Fall of 1977, the General Assembly passed an amendment to the Illinois Public Community College Act to provide special grants for disadvantaged student programs to be distributed to community college districts on the basis of enrollment in remedial/developmental, adult basic education, general education development, and English as a second language courses during the previous year. This amendment shifted the emphasis from economically disadvantaged students to educationally disadvantaged students. The amendment further stated that grant funds shall be limited to courses and activities related to remedial and developmental programs for disadvantaged students.

The ICCB definition of a disadvantaged student is taken from the Federal Registry, October 1, 1979. It states the following:

> Disadvantaged students are individuals with academic potential who demonstrate a need for remedial and special services as a result of a deprived educational, cultural or economic background, or a physical handicap or limited English-speaking ability that are in need of such services to assist them to initiate, continue or resume their education. These services are, (1) intensive instruction in basic academic skills, (2) guidance and counseling with regard to educational and career opportunities, and (3) a comprehensive counseling and enrichment program for the purpose of developing creative thinking, effective expression and positive attitudes toward learning. The goal of the program shall be to increase the retention and graduation rates of such students.

To apply for DSGP funding, colleges submit to the ICCB an application packet which includes information on objectives of the local program and budget details. Upon ICCB approval of the application packet, the initial grant of $20,000 per community college is distributed. Remaining appropriated funds are distributed quarterly based on enrollment in remedial/developmental, adult basic education, general education development, and English as a second language courses. Each college is required to submit mid-year and end-of-year reports that yield data used in this report.

This report included fifty-one public community college campuses, with the disadvantaged student population totaling 116,612 participants. Of this total 84,622 were women and 31,990 were men.

One of the components of the Disadvantaged Student Grant program evaluation process includes a report on reasons for separation from the program. Nineteen percent met personal objectives, 3% entered another educational training program, and 7% gained employment. These statistics are success stories for people.

The Legislature appropriated funding for FY 1981 at $5,100,000. Table I on Page 3 shows a summary of state funds by district approved for the Disadvantaged Student Grant FY 1973 through FY 1982.

Illinois Community College Board

TABLE I

SUMMARY OF STATE FUNDS APPROVED BY THE ICCB
FOR DISADVANTAGED STUDENT GRANTS FY 1973 - FY 1982

Dist. No.	District Name	FY 1973	FY 1974	FY 1975	FY 1976	FY 1977	FY 1978	FY 1979	FY 1980	FY 1981	FY 1982	Total FY73-82
501	Kaskaskia	$ -0-	$ -0-	$ 10,000	$ 9,400	$ 13,556	$ 2,146	$ 19,880	$ 21,097	$ 25,865	$ 24,470	$ 126,414
502	DuPage	-0-	27,800	15,640	20,210	28,168	14,519	29,030	34,581	58,836	61,390	290,174
503	Black Hawk	-0-	20,100	27,129	20,492	27,785	126,011	142,850	162,873	167,811	187,461	882,512
504	Triton	19,182	10,000	18,105	32,994	42,894	55,187	59,225	75,842	78,524	83,014	474,967
505	Parkland	101,270	37,459	11,050	14,382	22,785	20,894	29,640	31,330	35,708	37,251	341,769
506	Sauk Valley	9,800	-0-	15,980	20,680	28,168	15,786	26,895	28,027	32,531	29,710	207,577
507	Danville	6,987	8,909	10,880	14,946	25,451	19,457	29,640	33,576	37,868	38,100	225,814
508	Chicago	511,707	757,103	739,000	1,798,220	1,892,032	2,714,005	2,323,680	2,979,977	3,181,983	3,117,317	20,006,024
509	Elgin	-0-	21,792	10,000	9,400	21,394	17,353	34,825	36,988	41,151	54,059	246,962
510	Thornton	17,350	10,000	10,000	9,400	12,259	106,140	95,825	135,252	135,672	114,321	646,419
511	Rock Valley	-0-	14,850	3,855	17,296	26,000	12,400	23,845	35,556	39,774	35,724	209,300
512	Harper	12,656	10,000	20,588	25,098	29,707	50,684	73,255	96,124	98,034	69,005	485,151
513	Ill. Valley	12,202	1,670	11,571	9,400	13,902	7,902	19,575	22,584	27,295	27,441	153,542
514	Ill. Central	93,605	50,000	25,665	35,438	49,726	46,323	48,855	62,467	65,639	51,758	539,496
515	Prairie State	25,000	10,000	10,000	9,400	13,788	8,493	20,185	24,771	29,398	29,275	180,310
516	Waubonsee	40,650	40,000	10,000	9,400	25,130	22,847	35,740	39,996	44,042	40,517	308,322
517	Lake Land	25,000	10,000	10,000	9,400	17,391	10,730	25,370	22,764	27,467	31,070	189,192
518	Carl Sandburg	-0-	10,000	9,600	9,400	11,232	7,665	21,710	21,353	26,112	27,274	144,346
519	Highland	20,000	10,000	10,000	14,194	25,110	16,654	25,980	44,750	48,618	30,667	245,973
520	Kankakee	47,500	33,530	34,000	14,696	15,235	35,025	41,230	56,343	59,767	56,930	394,256
521	Rend Lake	12,131	-0-	10,000	9,400	16,000	4,744	19,270	21,804	26,543	29,646	149,538
522	Belleville	-0-	-0-	10,000	9,400	12,447	26,009	45,500	71,226	74,085	73,503	322,170
523	Kishwaukee	-0-	-0-	10,000	10,434	19,555	14,585	27,810	30,067	34,494	42,004	188,949
524	Moraine Valley	19,351	-0-	10,000	13,254	20,778	53,993	60,445	75,268	77,974	71,066	402,129
525	Joliet	45,600	10,000	10,000	9,400	17,904	62,997	80,880	76,939	79,580	90,004	483,304
526	Lincoln Land	24,804	3,822	14,620	13,912	22,625	9,155	21,405	23,311	27,995	28,099	189,748
527	Morton	-0-	2,000	2,000	4,104	10,822	13,202	23,235	23,965	28,624	27,860	135,812
528	McHenry	36,500	35,800	53,000	9,400	14,209	9,479	24,760	25,740	30,331	27,971	267,190
529	Ill. Eastern	37,800	33,000	30,000	55,272	62,455	28,139	84,095	88,976	107,874	103,918	631,529
530	Logan	9,842	10,000	10,000	9,400	11,557	9,683	21,710	27,457	31,981	27,521	169,151
531	Shawnee	-0-	-0-	10,000	9,400	12,669	10,253	28,115	26,898	37,868	36,039	171,242
532	Lake County	26,200	29,200	32,251	17,672	27,347	51,896	53,125	50,725	54,364	58,134	400,914
533	Southeastern	-0-	9,940	9,970	9,400	14,437	10,905	23,235	24,533	29,170	27,441	159,031
534	Spoon River	-0-	10,000	21,000	9,400	10,000	8,052	21,710	23,147	27,836	30,687	161,832
535	Oakton	-0-	10,000	10,000	9,400	12,874	35,595	56,175	60,247	63,525	67,645	325,461
536	Lewis & Clark	100,200	50,000	36,461	17,014	26,776	29,587	42,755	47,049	50,831	50,366	451,039
537	Richland	3,213	9,779	10,000	9,400	14,111	9,008	22,320	26,303	30,872	34,463	169,469
539	John Wood	-0-	-0-	-0-	9,400	12,680	9,397	16,220	19,094	23,938	26,879	117,608
601	SCC-E. St. Louis	120,000	100,300	87,635	104,628	112,000	-0-	-0-	-0-	-0-	-0-	524,563
TOTALS		$1,378,750	$1,397,054	$1,400,000	$2,443,536	$2,792,959	$3,706,900	$3,800,000	$4,700,000	$5,100,000	$5,000,000	$31,719,199

PART I

Each year community college districts are asked to report Disadvantaged Student Grant activities and accomplishments to the Illinois Community College Board (ICCB) as a part of the evaluation procedure. This year the colleges were asked to describe any unique or exemplary accomplishments, anecdotal situations, or noteworthy achievements of a person or group of persons served by this program.

Several quotations from the annual reports are included to give life and meaning to an otherwise routine report.

Grant monies were helpful to:

PEOPLE

..of all ages

..varying goals

..different educational levels

..varying personal needs

PROGRAMS with various kinds of activities including

..recruitment

..outreach

..special services

..linkages with the community

What Students Say About the Program

"The program gave me self-confidence and a better insight into what education should be. I would recommend it 100%."

"I appreciate the GED Center staff, especially for all the support that they give to those who have not finished high school. The classes fit into my schedule well. I hope others will be able to get their GED diplomas through the program."

"I didn't want to be tested--I was afraid to know--but the test actually showed me what I needed and what my reading problems have been. I was glad I took the test after it was over."

"The testing helped me become aware of my needs and how slow I was reading for no cause. I've improved my reading thanks to the course."

"I'm glad I took the test and the reading course. If I hadn't, I would have stayed the same and wouldn't have improved any."

"Since I enrolled in these classes I have noticed a change in my English; it has improved so much and I'm very proud to be a student. I would like to learn more English--as much as I can--because I'd like to enroll in college as soon as possible and study for a career.

"I enrolled in GED because I felt it was the best place to start preparing myself to re-enter the working world. Not once did I feel embarrassed or uncomfortable or aware of my short-comings. Earning my diploma has given me great confidence and restored some self-esteem that seemed lost forever!"

"The community college gave me the opportunity to get my high school diploma. Without this support, I may never have earned my GED certificate. I am a 41-year-old housewife of 25 years who is very grateful to the staff and highly recommends the program to all drop-outs."

"Before I hated to read anything because it took so long. Now I read instead of watching TV because of the Reading course."

"Until now, I have never read a book in all these years. I feel this is an accomplishment through the Reading course."

"I have really been a poor speller. Through your help, I feel I've come a long way and notice the improvement in my other classes."

"When I enrolled in the Reading class, I was getting C's & D's in American Economy. Now I'm getting A's & B's and this would not be possible if I hadn't had Reading Study Skills where I learned to take effective notes and read for the main idea."

"The Reading course has helped me in my other courses by providing me with very good grades."

"My husband and I enrolled in the GED course to fulfill one of our long-time goals, further our education, and graduate before our children! Since graduating, my husband has enrolled in business management courses at Elgin Community College, I plan to take courses in the fall. He feels that growing in self-confidence has been an important part of his GED experiences. We both enjoyed the course and were especially appreciative of the teacher's helpfulness."

"I enrolled in the GED course because I feel everyone requires a high school diploma in order to get a half-way decent job. The atmosphere of the class was so different from what I was used to in high school. Everyone had set goals and could see those goals being achieved as the class progressed. My diploma should enable me to get the type of job I want."

"My life is getting more easy now than when I started learning English. The E.S.L. has helped me a lot because I'm getting an idea how to express myself better. My plans are to learn how to read and write. Then I will be going to the college to keep studying something that I like. But to start that I have to write and read better."

"Taking E.S.L. in Elgin Community College's Adult Education Program has enabled me to become more educated, be promoted in my job, and feel a lot more comfortable about myself. My plans for the future are to keep going to school for as long as I can, to try to get many promotions in my job, and someday get as far as I would like to."

"We both arrived in the U.S.A. in 1978. We have taken the Elgin Community College ESL class for 6 months. We have learned a lot of English and we have improved our English-speaking ability. We both were chosen to participate in the Elgin Community College YMCA Indochinese Refuge Welding Program in January, 1979. We studied welding and vocational English almost 4 months in Elgin Community College. After that we were both lucky and got jobs as welders in Elgin Sweeper Company where we have now worked for about one year. We both have continued studying welding in Elgin Community College at night, because we want to get a one-year certificate at Elgin Community College, and we have plans to take more ESL classes in the summer and a GED class and more welding classes in the fall. We both appreciate our education, and we would like to thank the U.S. government, Elgin Community College, the Indochinese Refugee Program and CETA to help us start our life in the U.S.A. and we hope they will help other new coming refugees again and again like they've helped us."

What Others Say About the Program

"I find the GED graduates particularly supportive of other students. They seem to understand the feeling of inadequacy, insecurity and the normal lows of the other students. The GED graduates are 'question-askers'. They want to be sure they understand what is expected of them as most of them are very dependable in completing assignments. They are motivated to succeed."

"It should be recognized that requirements for many industrial jobs at Caterpillar Tractor Co. and elsewhere are quite demanding--certainly more demanding than in the past. At one time it was a belief that if you did not succeed in school or do well in a preferred career, you could always (go to work in industry). The idea was never very sound and is dead wrong today. A solid foundation in reading, writing and arithmetic is essential to success in most any field. For individuals who have not completed high school, deficiencies in these areas can be overcome by attending GED programs such as those offered at Richland Community College."

"I would like to take this opportunity to express my support of the GED program offered at Richland Community College. It was not until three years ago that I really became aware of the impact of the GED program. One of my better students in a Data Processing class rushed up to me after class and blurted out, 'I passed my GED.' I remember congratulating her and became impressed not necessarily because of passing the GED test, but because of what passing really meant to her. She became more excited about her course work and developed a seriousness of purpose that

was beyond most students in class. This intrigued me so I started to evaluate the performance of past GED students and found that she was not the exception, but rather the norm for GED students taking my classes.

"In a time when education is constantly being bantered about because of its ineffectiveness, it is refreshing to see and be part of an institution that is effectively accomplishing the objective for which it was developed."

PEOPLE

Of All Ages

Rosanna, 47, a mother of eight children is a student at Joliet Junior College. She came from a large Irish family of ten children and never had a chance to finish high school. The GED program offers her a chance to realize her dream. She said, "Once I get my GED, I plan to look into entering the field of computer science."

At age forty, this student was faced with the break-up of her marriage. She had spent the last 24 years in the home raising five sons and was now faced with having to support herself and two sons still at home--a task she found impossible with no work experience and no high school diploma. She enrolled in the GED course at John Wood Community College and upon receipt of her GED certificate, she was selected from a group of forty applicants for a clerical job at a local industry.

Through the Special Services Program at Lewis & Clark Community College, a 70-year old student has been employed as a student worker to serve as a Peer Advocate for other older students.

Bill is a pleasant young man of 74. Born in England, he came to Benton when he was 21 months old and has lived in Benton ever since. After 8th grade, he went to work in the coal mines, where he worked 40 years. Why at 74 did he enroll in a GED class at Rend Lake College? "I just wanted to see if I could make it and I think I can!" And Bill did. In December he passed the GED test!!

An 84-year-old woman passed her GED test and is presently enrolled in regular college courses on campus at Richland Community College.

A 69-year-old woman, who originally came to Lake Land College to transport her handicapped son, became enthused with education. With the help of tutorial staff and a special needs counselor, she received her GED after a 53-year vacation from school.

A 20-year old Vietnamese student graduated at Lincoln Land Community College with an associate degree in Data Processing. She was assisted with English comprehension problems, but succeeded in achieving a 2.94 GPA, and was even interviewed as a possible commencement speaker.

The most senior student at the Study Skills Center is 80 years old. She earned her GED in 1978 and came to Lincoln Land Community College, hoping to qualify for a Teacher-Aide Certificate. She is currently helping at an Adult Education Center. She has 18 credit hours completed with a GPA of 3.17.

Varying Goals

A student at Joliet Junior College dropped out of school to help at home. Now, he is determined to complete his education. He works as a guard at Stateville Correctional Center, so he has seen firsthand what can happen to those who never received an education. Many inmates related they couldn't read well enough to fill out an application for a job. Some could not even read or write their own names. The inmates often spoke of how they wished they could have learned more.

A student of Olney Central College, who is from Taiwan, not only learned English, but also passed the GED and obtained her U.S. citizenship, feeling justifiably proud of herself.

Last year at this time, Nancy was a GED student at the Mt. Vernon morning class. After being out of school for 15 years, Nancy decided it was time to get her high school certificate. She did and now this year Nancy is a full-time student at Rend Lake College, majoring in English and psychology. She is from Opdyke and has five children. Nancy plans to complete her first two years of study at Rend Lake College and then transfer to S.I.U. for a four-year degree.

At Lake Land College, three entire families of migrants are currently being tutored in English and adjustment to American life. The families are Laotian and Cuban in origin. All three have migrated to rural Illinois in the last year.

Five previously enrolled Black Hawk College (Quad Cities) disadvantaged students qualified for membership in Phi Theta Kappa, which requires class ranking of top 10%, a 3.00 or higher GPA, and full-time student status.

A student at College of Lake County completed the GED preparation course, and as a result, was employed by Prudential Insurance as a sales representative.

Different Educational Levels

A Vietnamese refugee just graduated from a four-year college and has an engineering job in Houston, Texas. The student used many disadvantaged student services at Prairie State College to help him obtain this goal in 4 1/2 years.

A remedial "graduate" at Lewis & Clark Community College has successfully developed her basic skills, is pursuing a career as an RN, and is currently employed as an LCCC Student Orientation staff assistant.

One handicapped student at John A. Logan College progressed so well in the DSGP program that she became a student tutor.

One severely handicapped student (in a wheelchair with limited use of her hands) graduated with an associate degree in data processing at William Rainey Harper College. This student was assisted in his work through the Disadvantaged Student Grant Program.

David has a high school diploma but could not read and realized his handicap. Now, after individualized ABE instruction at Olney Central College, he knows he can read and continues to work at it.

When Sandy entered the ABE program three years ago, she was working on a Second Grade level in Reading and Math. Repeated failure marked her school years. This was compounded by a severe visual problem which, in spite of thick glasses, forced her to hold the material close to her eyes in order to see. Danville Area Community College provided numerous tutors to aid in her learning. Her appreciation and motivation were so intense that she sought out other tutors on her own when one would leave and/or during semester breaks. Soon she moved into the GED program. Such dedication surprised the instructors, tutors, and Coordinator of the Disadvantaged Student Grant Program. Our greatest amazement, however, came this summer! Sandy passed the GED exam! What a delight it is to see her entering college this fall.

A Black drop-out started ABE classes this fall and raised her educational ability level to adequately pass her GED and has just entered a certificate program in Cosmetology at Lake Land College.

A John A. Logan College student who is partially blind has graduated and is now attending SIU, majoring in Special Education.

Two women, former GED students at Thornton Community College, are now enrolled in the LPN Program at the College.

A woman at Moraine Valley Community College passed her GED and returned to her center to act as a volunteer. She assisted and encouraged her classmates to continue their studies. She attended Fall '81 classes on campus and her family, classmates, and the MVCC's GED program have been inspired by her. The Southtown Economist featured her story.

Personal Needs

An Indian student who decided that she "wanted to be more than a housewife," came to Prairie State College seeking help with English As a Second Language, writing, and vocational skills. She has been in the program for one year and has just completed 12 credit hours with an "A" average.

A 43-year-old ABE student at John Wood Community College took a great deal of pride in passing his written driver's license test. For years, officials had to read the test to him--this year he read it himself and passed with flying colors!

Betty, a student at Olney Central College, walked in timid and shy, but walked out holding her head high three months later, after passing her GED.

Through the assistance of the Disadvantaged Student Grant Program counselors at Spoon River College, one student was able to continue her education by overcoming significant personal barriers.

A nursing home employee who lost her job because she couldn't read instructions has now advanced to Nurse's Aide Training and has been promised a job. This advancement came through help from the Disadvantaged Student Grant Program at Wabash Valley College.

One severely disabled male student who resides in a nursing home has successfully completed nine credit hours in accounting and humanities with the help of the Learning Lab staff and an extraordinary aide from Oakton Community College.

Through personal adjustment counseling in the Disadvantaged Student Grant Program and Alcoholics Anonymous, a female student has been helped to beat her proolem. She has been dry for the past six months, is a full-time student at Illinois Central College, and works part-time with Women's Strength.

An Indochinese woman and her husband who attended Thornton Community College obtained their citizenship papers this month. They are both working as accountants and have purchased a home and a car. Two of their children have finished college and another will be a junior this year.

PROGRAMS

Recruitment

The Special Services Program, supported by Disadvantaged Student Grant funds, through involvement on the Health and Safety Committee, was influential in getting Lewis & Clark Community College to participate in the Employee Assistance Program conducted by the Madison County Council on Alcoholism and Drug Dependency.

There are large numbers of students entering the Health professions. Science and Math courses are essential in these fields. There are limited numbers of tutors with a 4-point average. However, Danville Area Community College has found many top students in the institution from low-income families who qualify as tutors. As these students teach others, they begin to discover their potential to succeed. Many have been admitted to four-year universities in their field of specialization.

Unfortunately the funds to meet the financial needs of these students are at a minimum level. The Disadvantaged Student Grant Program is seeking to utilize the available funds to the utmost degree in order to provide opportunities to assist such dedicated students in becoming leaders in their respective communities. Thus, the Disadvantaged Student Grant Program is part of a dynamic effort to raise the educational standards of our nation!

Attendance of the Disadvantaged Student Grant Program personnel at high school "Special Education Recruiting Night" provided an opportunity for providing information to many new people.

A woman at one of the local hospitals had attempted the GED three times and failed. The recruiter talked with her and persuaded her to return to class at Thornton Community College. After eight months she took the exam again and passed.

Outreach

Two brothers from the Adams County Jail work-release program were enrolled in GED classes at John Wood Community College. They recently took and passed the GED test and are scheduled for release from jail soon. Because of completion of the GED program, they have been offered full-time employment upon release. One of them is quoted as saying, "I know I can make it now."

Lewis & Clark Community College sponsors two blind bowling teams who participate in weekly leagues and two major tournaments. Disadvantaged Student Grant Program funding, in conjunction with a private grant, provides transportation for the blind/visually impaired students.

D. H. was a student in a Beginner's Typing class held at the Disadvantaged Student Grant Program Outreach Site. Her excellent progress enabled her to enter an Inter-Term class at Danville Area Community College during the summer in Beginning Typing. Needless to say, the outcome was superb! D. H. now has qualified for a secretarial position in the Danville area.

J. P. was enrolled in a Pre-Electronics Program at the Danville Area Community College Outreach Site. As a result of his excellent achievement, he is now enrolling for 14 hours at Danville Area Community College. These Pre-Exposure classes were definitely a deciding factor in his present status as a college student.

Outreach facilities at Thornton Community College helped a husband and wife who were on swing shifts to obtain a GED. Both received promotions and a raise in pay as a consequence.

Illinois Valley Community College cooperated with the Illinois National Guard to provide GED instruction at the Ottawa Armory during the summer and continued instruction to guardsmen in that area will be provided during the coming academic year.

Special Services

An English instructor at Prairie State College referred a 47-year-old widow to the writing lab because the woman was having problems that could not be dealt with during class time. With individualized help, the student improved from a D to a B in the course.

A visually impaired student at Lewis & Clark Community College recently conducted an art exhibition of his work and received local media coverage.

Lewis & Clark Community College's Public Relations staff is interested in the "human interest" assistance that pervades the Special Services program. For example, a student confined to a wheelchair is successfully completing a tennis class this summer.

At Richland Community College, the Disadvantaged Student Grant Program funds help provide teacher workshops to teach the application of Neuro-Linguistics Programming in the classroom. This was very helpful for teachers to help them understand various student learning styles.

Richland Community College is presently using a very capable GED student as a tutor. She has been able to relate better with students than most of the tutors employed in the past.

A John A. Logan College mature male student who could not write a check or balance his family checking account has learned to do so and has gained self-confidence and self-esteem, through participation in the life skills program.

This was the first year that deaf students have mainstreamed classes at McHenry County College, with help from peer note takers and sign interpreters, contracted through the Disadvantaged Student Grant Program funding.

An outstanding example of the effectiveness of the support services is the success of a 37-year-old Civil Engineering Technology program graduate. He came to Lincoln Land Community College three years ago, after sustaining an injury that prevented continuing in manual labor. His high school record was weak (1.4 GPA and class rank of 113/123). He had to build basic skills and learn to be a student. He came to the Study Skills Center steadily for 2 1/2 years, for study skills building and reinforcing and content support, until his final semester when he was able to proceed unassisted to achieve a semester GPA of 3.5.

At Thornton Community College one senior citizen learned to read her bible, which gave her great pleasure.

Also at Thornton, a 45-year-old gentleman learned how to figure his bills and read the newspaper.

At Thornton Community College 219 students who attended high school two years but were reading at a fourth grade level, were advanced to the pre-GED class.

Five minority students at Thornton Community College were failing nearly all subjects. At first they refused help, but after seeing the Disadvantaged Student Grant Program counselor, they formed a "club" and studied together with the aid of a tutor. All five finished the year with a 2.5 average.

An awards celebration was held as a culminating activity to honor those students deserving recognition for achievement, attendance, and completion of the ESL course at Moraine Valley Community College.

Linkages with Community

An adult student at Prairie State College, having been taught to drive by his father, could not read and pass the driving test. His reading tutor called the License Bureau and made arrangements for the test to be given orally. He passed the test and is now driving a truck for a living.

In the fall semester two tutors from Prairie State College went twice a week to a factory in order to teach English As a Second Language (ESL) to 11 Japanese executives. One executive just completed college credit courses this semester, and two of the wives were referred to the ESL program.

A shy 38-year-old student in the GED program at John Wood Community College was encouraged to write a letter to the local newspaper about his concerns for a policy affecting the city parks. He also began to attend and speak out at Park Board meetings. After receiving his GED certificate, he ran for a seat on the Park Board. Although not elected, he did make a good first-time showing, and he continues to be an involved citizen.

A Lewis & Clark Community College student came to Special Services one morning requesting emergency psychiatric intervention. After two telephone calls, the student was scheduled for an immediate appointment with a local psychiatrist.

Belleville Area College held completion ceremonies for each GED senior citizens class with the St. Clair County Superintendent of the Educational Service Region attending to congratulate the participants.

Z. L., in her early 30's, is a Cherokee-Choctaw Indian who was raised on a reservation at Black Mountain, North Carolina. She speaks English fairly well, but never learned to read and write. Her father's refusal to allow her to mix with other tribes prevented her from receiving any teaching. She was referred to Danville Area Community College by a community agency for ESL classes. After being enrolled and attending classes, she explained that she was embarrassed because she couldn't perform the required lessons. Presently she is being tutored in Reading and Writing. Due to lack of formal training, this promises to be a lengthy process. Tutoring is essential for her to progress any further.

PART II

Community college districts are asked each year to submit statistical and narrative reports as part of the evaluation procedure of the Disadvantaged Student Grant Program. Part II of this document contains the information received from the colleges.

Part II reflects the following data:

Table II: Summary of Disadvantaged Student Grant Awards

Table III: Program and Activity with Percent of Participation

Table IV: Disadvantaged Student Grant Program Evaluation

Table V: Number of Students by Racial/Ethnic Origin, Sex and Age

Table VI: Reasons for Separation from Disadvantaged Student Grant Program

Table VII: Impact of Disadvantaged Student Grant Program on Students Served

SUMMARY OF DISADVANTAGED STUDENT GRANT AWARDS

TABLE II ANALYSIS

Table II on Page 18 is designed to show a composite overview of the Disadvantaged Student Grant statewide program.

The allocation of funds to community college districts for FY 1981 was based on remedial/developmental, adult basic education, general educational development, and English as a second language credit hours claimed during FY 1979. Columns one and two show the remedial/developmental, adult basic education, general education development, and English as a second language credit hours claimed and the percentage of total statewide credit hours for each district.

Column three gives the amount of State funds available by district for Disadvantaged Student Grant programs.

Information for the last column was taken from reports submitted to the ICCB to show the number of participants served.

Illinois Community College Board

TABLE II

SUMMARY OF DISADVANTAGED STUDENT GRANT AWARDS

Dist. No.	District Name	Rem/Dev. ABE/GED/ESL Credit Hrs. FY 1979	Percent of Statewide Rem./Dev. ABE/GED/ESL Credit Hours FY 1979	State Funds FY 1981	Number of Participants Served FY 1981
501	Kaskaskia	1,333.00	0.15%	$ 25,865	623
502	DuPage	4,280.65	0.50	58,836	690
503	Black Hawk	29,048.25	3.36	167,811	3,102
504	Triton	13,301.00	1.54	78,524	8,507
505	Parkland	3,570.00	0.41	35,708	222
506	Sauk Valley	2,848.00	0.33	32,531	274
507	Danville	4,061.00	0.47	37,868	1,389
508	Chicago	619,993.07	71.80	3,181,983	57,655
509	Elgin	4,807.00	0.56	41,151	1,729
510	Thornton	26,289.20	3.04	135,672	8,303
511	Rock Valley	4,494.00	0.52	39,774	852
512	Harper	17,735.00	2.05	98,034	2,787
513	Illinois Valley	1,658.00	0.19	27,295	506
514	Illinois Central	10,377.00	1.20	65,659	797
515	Prairie State	2,136.00	0.25	29,398	420
516	Waubonsee	5,464.50	0.63	44,042	1,676
517	Lake Land	1,697.34	0.20	27,467	1,004
518	Carl Sandburg	1,388.81	0.16	26,112	389
519	Highland	6,503.77	0.75	48,618	623
520	Kankakee	9,038.30	1.05	59,767	1,241
521	Rend Lake	1,487.50	0.17	26,543	997
522	Belleville	12,292.00	1.42	74,085	1,057
523	Kishwaukee	3,294.00	0.38	34,494	519
524	Moraine Valley	13,175.83	1.53	77,974	2,638
525	Joliet	13,541.00	1.57	79,580	2,719
526	Lincoln Land	1,817.00	0.21	27,995	280
527	Morton	1,960.00	0.23	28,624	457
528	McHenry	2,348.00	0.27	30,331	1,176
529	Illinois Eastern	6,334.68	0.73	107,874	2,708
530	Logan	2,723.30	0.32	31,981	305
531	Shawnee	2,601.00	0.30	37,868	507
532	Lake County	7,810.00	0.90	54,364	927
533	Southeastern	2,084.00	0.24	29,170	903
534	Spoon River	1,781.00	0.21	27,836	861
535	Oakton	9,891.75	1.15	63,525	4,755
536	Lewis & Clark	7,006.50	0.81	50,831	1,002
537	Richland	2,471.00	0.29	30,872	856
539	John Wood	895.00	0.10	23,938	1,156
TOTALS		863,537.45	100.00%	$5,100,000	116,612

RESPONSES TO EVALUATION OF THE DISADVANTAGED STUDENT GRANT PROGRAM

TABLE III AND TABLE IV ANALYSIS

Table III shows the percent of participation district-wide in the various programs and activities of the Disadvantaged Student Grant program.

Table IV beginning on Page 21 shows participation of each college in programs and activities as submitted by each college's Disadvantaged Student Grant program coordinator. Not all colleges served students in all categories. Table IV reflects all reported data.

Supportive services that are reported on Table III and IV enhance the Disadvantaged Student Grant Program, although it is not required that all colleges offer services in all program and activity categories.

Taken from Table III, the responses to the questions below indicate areas that have 90% or above participation by Illinois public community colleges.

Did your DSGP include a component for conducting pre-service, in-service training and other staff development activities?

Did the DSGP staff orient the faculty and staff to the goals of the DSGP?

Was the DSGP Coordinator involved in those administrative/academic policies affecting participants?

Did your DSGP serve citizens aged 55 or older?

Did your DSGP serve immigrants?

Did your DSGP serve handicapped adults?

Did your DSGP serve minority groups?

Did your DSGP serve adults with limited English-speaking ability?

Did your DSGP provide counseling?

Did your DSGP provide tutoring?

Did your DSGP offer "adult basic education" instruction or assistance?

Did your DSGP offer General Education Development instruction or assistance?

Illinois Community College Board
Table III

PERCENT OF PARTICIPATION IN PROGRAMS AND ACTIVITIES
OF THE DISADVANTAGED STUDENT GRANT PROGRAM

The Chart below reflects the percent of colleges statewide serving students in each of the program and activity categories.

	Program and Activities	Percent of Participation
1.	Did your DSGP conduct a needs assessment?	77%
2.	Did your DSGP utilize an advisory committee to provide a communication channel to maintain awareness of changing student needs?	48%
3.	Did you have methods to identify, select, and determine eligible participants?	88%
4.	Did your DSGP include a component for conducting pre-service, in-service training and other staff development activities?	92%
5.	Did the DSGP staff orient the faculty and staff to the goals of the DSGP?	96%
6.	Was the DSGP Coordinator involved in those administrative/academic policies affecting participants?	94%
7.	Did your DSGP expand the delivery of adult education services?	77%
8.	Was expansion done through a system of participatory planning with other organizations?	69%
9.	Did the DSGP provide "outreach" or satellite facilities for adult students?	77%
10.	Did your DSGP serve institutionalized adults?	58%
11.	Did your DSGP serve citizens aged 55 or older?	92%
12.	Did your DSGP serve immigrants?	90%
13.	Did your DSGP serve handicapped adults?	90%
14.	Did your DSGP serve minority groups?	94%
15.	Did your DSGP serve adults with limited English-speaking ability?	90%
16.	Did your DSGP provide counseling?	92%
17.	Did your DSGP provide tutoring?	90%
18.	Did your DSGP provide child care and/or early childhood development services?	27%
19.	Did your DSGP provide transportation services?	27%
20.	Did your DSGP offer information and referral services?	87%
21.	Did your DSGP provide placement/progress testing?	88%
22.	Did your DSGP offer "adult basic education" instruction or assistance?	92%
23.	Did your DSGP offer instruction or assistance in remedial/developmental instruction?	87%
24.	Did your DSGP offer General Education Development instruction or assistance?	94%
25.	Did your DSGP offer instruction or assistance in "life skills"?	73%
26.	Did your DSGP provide employability skills instruction or assistance?	81%
27.	Did your DSGP offer instruction or assistance in academic skills?	56%
28.	Did your DSGP offer vocational and technical training?	65%

Illinois Community College Board
Table IV

DISADVANTAGED STUDENT GRANT PROGRAM
EVALUATION

Dist. No.	Dist./Campus Name	Did your DSGP conduct a needs assessment?	Did your DSGP utilize an advisory committee to provide a communication channel to maintain awareness of changing student needs?	Did you have methods to identify, select, and determine eligible participants?	Did your DSGP include a component for conducting pre-service, in-service training and other staff development activities?	Did the DSGP staff orient the faculty and staff to the goals of the DSGP?	Was the DSGP Coordinator involved in those administrative/academic policies affecting participants?	Did your DSGP expand the delivery of adult education services?	Was expansion done through a system of participatory planning with other organizations?
501	Kaskaskia	yes	yes	yes	yes	yes	yes	yes	yes
502	DuPage								
	Main	yes	no	yes	yes	yes	yes	yes	yes
	Open	yes	yes	yes	yes	yes	yes	yes	yes
503	Black Hawk								
	Quad Cities	no		no	yes	yes	yes	no	no
	East	yes	yes	yes	no	yes	yes	yes	yes
504	Triton	yes		yes	yes	no	yes	no	no
505	Parkland	yes	yes	yes	no	yes	yes	yes	yes
506	Sauk Valley	yes		yes	yes	yes	yes	no	no
507	Danville	yes	yes	yes	yes	yes	yes	yes	
508	Chicago	yes	yes	yes	yes	yes	yes	no	no
	Kennedy-King	yes	yes	yes	yes	yes	yes	yes	yes
	Loop	yes	yes	yes	yes	yes	yes	yes	yes
	Malcolm X	yes	yes	yes	yes	yes	yes	no	no
	Truman	yes	yes	yes	yes	yes	yes	no	no
	Olive-Harvey	yes	yes	yes	yes	yes	yes	no	no
	Daley	yes	yes	yes	yes	yes	yes	no	no
	Wilbur Wright	yes	yes	yes	yes	yes	yes	no	no
	Urban Skills	yes	yes	yes	yes	yes	yes	yes	yes
	City-Wide	yes	yes	yes	yes	yes	yes	yes	yes
509	Elgin	yes		yes	yes	yes	yes	yes	yes
510	Thornton	yes	yes	yes	yes	yes	yes	yes	yes
511	Rock Valley	yes	yes	yes	yes	yes	yes	yes	yes
512	Harper		no						
513	Illinois Valley	no	no	yes	yes	yes	yes	yes	yes
514	Illinois Central	yes	yes		yes	yes	yes	yes	yes
515	Prairie State	yes		yes	yes	yes	yes	yes	yes
516	Waubonsee	no	yes	yes	yes	yes	yes	yes	yes
517	Lake Land	yes	yes	yes	yes	yes	yes	yes	yes
518	Carl Sandburg	yes	no	yes	yes	yes	yes	yes	yes
519	Highland	yes	yes	yes	yes	yes	yes	yes	yes
520	Kankakee	yes	yes	yes	yes	yes	yes	yes	yes
521	Rend Lake	yes	no	yes	yes	yes	yes	yes	yes
522	Belleville	no		no	yes	yes	yes	yes	no
523	Kishwaukee	no		yes	yes	yes	yes	yes	yes
524	Moraine Valley	yes	no	yes	yes	yes	yes	yes	yes
525	Joliet	yes		yes	yes	yes	yes	yes	yes
526	Lincoln Land	no	no	yes	yes	yes	yes	no	no
527	Morton	yes		yes	yes	yes	yes	yes	yes
528	McHenry	yes	yes		yes	yes	yes	yes	yes
529	Illinois Eastern								
	Lincoln Trail	yes	no	yes	yes	yes	yes	yes	yes
	Olney Central	no		yes	yes	yes	yes	yes	no
	Wabash Valley	yes	yes	yes	yes	yes	yes	yes	yes
	Frontier	yes		yes	yes	yes	yes	yes	yes
530	Logan	yes		yes	yes	yes	yes	yes	yes
531	Shawnee	no		yes	yes	yes	no	yes	no
532	Lake County	yes		yes	yes	yes	yes	yes	yes
533	Southeastern	no		yes	yes	yes	yes	yes	yes
534	Spoon River	yes		yes	no	yes	yes	yes	yes
535	Oakton	yes		no	yes	yes	no	no	no
536	Lewis & Clark	no		yes	yes	yes	yes	no	no
537	Richland	yes	yes	yes	yes	yes	yes	yes	yes
539	John Wood	no		yes	yes	yes	yes	yes	yes

Illinois Community College Board
Table IV
(Continued)

DISADVANTAGED STUDENT GRANT PROGRAM
EVALUATION

Dist. No.	Dist./Campus Name	Did the DSGP provide "outreach" or satellite facilities for adult students?	Did your DSGP serve institutionalized adults?	Did your DSGP serve citizens aged 55 or older?	Did your DSGP serve immigrants?	Did your DSGP serve handicapped adults?	Did your DSGP serve minority groups?	Did your DSGP serve adults with limited English-speaking ability?
501	Kaskaskia	yes	yes	yes	yes	yes	yes	yes
502	DuPage							
	Main	no	no	yes	yes	yes	yes	yes
	Open	yes	yes	yes	yes	yes	yes	yes
503	Black Hawk							
	Quad Cities	yes	no	no	no	yes	no	no
	East	yes	yes	yes	no	no	yes	yes
504	Triton	yes	yes	yes	yes	yes	yes	yes
505	Parkland	yes	yes	yes	yes	yes	yes	yes
506	Sauk Valley	yes	no	yes	yes	yes	yes	yes
507	Danville	yes	no	yes	yes	yes	yes	yes
508	Chicago	no	yes	yes	yes	yes	yes	yes
	Kennedy-King	yes	yes	yes	yes	yes	yes	yes
	Loop	no	yes	yes	yes	yes	yes	yes
	Malcolm X	no	yes	yes	yes	yes	yes	yes
	Truman	no	yes	yes	yes	yes	yes	yes
	Olive-Harvey	no	yes	yes	yes	yes	yes	yes
	Daley	no	yes	yes	yes	yes	yes	yes
	Wilbur Wright	no	yes	yes	yes	yes	yes	yes
	Urban Skills	yes	yes	yes	yes	yes	yes	yes
	City-Wide	yes	yes	yes	yes	yes	yes	yes
509	Elgin	yes	no	yes	yes	no	yes	yes
510	Thornton	yes	no	yes	yes	yes	yes	yes
511	Rock Valley	yes	yes	yes	yes	no	yes	yes
512	Harper		no	no	yes			
513	Illinois Valley	yes	no	yes	yes	yes	yes	yes
514	Illinois Central	yes	no	no	yes	yes	yes	yes
515	Prairie State	yes	no	yes	yes	yes	yes	yes
516	Waubonsee	yes	yes	yes	yes	yes	yes	yes
517	Lake Land	yes	no	yes	yes	yes	yes	yes
518	Carl Sandburg	yes	no	yes	yes	yes	yes	yes
519	Highland	yes	yes	yes	yes	yes	yes	yes
520	Kankakee	yes	yes	yes	yes	yes	yes	yes
521	Rend Lake	yes	no	yes	yes	yes	yes	yes
522	Belleville	yes	no	yes	yes	yes	yes	yes
523	Kishwaukee	yes	yes	yes	yes	yes	yes	yes
524	Moraine Valley	yes	yes	yes	yes	yes	yes	yes
525	Joliet	yes	yes	yes	yes	yes	yes	yes
526	Lincoln Land	no	no	yes	yes	yes	yes	yes
527	Morton	yes	no	yes	yes	yes	yes	yes
528	McHenry	yes	no	yes	yes	yes	yes	yes
529	Illinois Eastern							
	Lincoln Trail	yes	yes	yes	yes	yes	yes	yes
	Olney Central	no	no	yes	no	yes	yes	yes
	Wabash Valley	yes	yes	yes	yes	yes	yes	yes
	Frontier	yes	yes	yes	yes	yes	yes	yes
530	Logan	yes	no	yes	yes	yes	yes	yes
531	Shawnee	yes	no	no	no	no	no	no
532	Lake County	yes	yes	yes	yes	yes	yes	yes
533	Southeastern	yes	yes	yes	no	yes	yes	no
534	Spoon River	yes	no	yes	yes	yes	yes	yes
535	Oakton	no	yes	yes	yes	yes	yes	yes
536	Lewis & Clark	yes	yes	yes	yes	yes	yes	yes
537	Richland	yes	yes	yes	yes	yes	yes	yes
539	John Wood	yes	yes	yes	yes	yes	yes	yes

Illinois Community College Board
Table IV
(Continued)

DISADVANTAGED STUDENT GRANT PROGRAM
EVALUATION

Dist. No.	Dist./Campus Name	Did your DSGP provide counseling?	Did your DSGP provide tutoring?	Did your DSGP provide child care and/or early childhood development services?	Did your DSGP provide transportation services?	Did your DSGP offer information and referral services?	Did your DSGP provide placement/progress testing?	Did your DSGP offer "adult basic education" instruction or assistance?
501	Kaskaskia	yes	yes	yes	yes	yes	yes	yes
502	DuPage							
	Main	yes	no	no	no	yes	no	yes
	Open	yes	yes	no	no	yes	yes	no
503	Black Hawk							
	Quad Cities	no	no	no	yes	no	no	yes
	East	no	no	no	yes	no	yes	yes
504	Triton	yes	yes	no	no	yes	no	yes
505	Parkland	yes	yes	no	no	yes	yes	yes
506	Sauk Valley	yes	yes	yes	yes	yes	yes	yes
507	Danville	yes	yes	yes	yes	yes	yes	yes
508	Chicago	yes	yes	no	no	yes	yes	yes
	Kennedy-King	yes	yes	yes	yes	yes	yes	yes
	Loop	yes	yes	no	no	yes	yes	yes
	Malcolm X	yes	yes	no	no	yes	yes	yes
	Truman	yes	yes	no	no	yes	yes	yes
	Olive-Harvey	yes	yes	no	no	yes	yes	yes
	Daley	yes	yes	no	no	yes	yes	yes
	Wilbur Wright	yes	yes	no	no	yes	yes	yes
	Urban Skills	yes	yes	no	no	yes	yes	yes
	City-Wide	yes	yes	no	no	yes	no	yes
509	Elgin	yes	yes	yes	no	yes	yes	yes
510	Thornton	yes	yes	no	no	yes	no	yes
511	Rock Valley	yes	yes	no	no	yes	yes	yes
512	Harper			no		no		
513	Illinois Valley	yes	yes	no	no	no	yes	yes
514	Illinois Central	yes	yes	no	no	yes	yes	yes
515	Prairie State	yes	yes	yes	no	yes	yes	yes
516	Waubonsee	yes	yes	yes	yes	yes	yes	yes
517	Lake Land	yes	yes	no	no	yes	yes	yes
518	Carl Sandburg	yes	yes	yes	yes	yes	yes	yes
519	Highland	yes	yes	no	yes	yes	yes	yes
520	Kankakee	yes	yes	no	no	yes	yes	yes
521	Rend Lake	yes	yes	no	no	yes	yes	yes
522	Belleville	yes	yes	no	no	yes	yes	yes
523	Kishwaukee	yes	yes	yes	yes	yes	yes	yes
524	Moraine Valley	yes	yes	yes	yes	yes	yes	yes
525	Joliet	yes	yes	no	no	yes	yes	yes
526	Lincoln Land	yes	yes	yes	no	yes	yes	no
527	Morton	yes	yes	no	yes	yes	yes	yes
528	McHenry	yes	yes	yes	no	no	yes	yes
529	Illinois Eastern							
	Lincoln Trail	yes	yes	no	no	yes	yes	yes
	Olney Central	yes	yes	no	no	yes	yes	yes
	Wabash Valley	yes	yes	no	no	yes	yes	yes
	Frontier	yes	yes	no	no	yes	yes	yes
530	Logan	yes	yes	no	no	yes	yes	yes
531	Shawnee	no	yes	no	no	no	yes	no
532	Lake County	yes	yes	no	no	yes	yes	yes
533	Southeastern	yes	no	yes	no	yes	yes	yes
534	Spoon River	yes	yes	yes	yes	yes	yes	yes
535	Oakton	yes	yes	no	no	yes	yes	yes
536	Lewis & Clark	yes	yes	no	yes	yes	yes	yes
537	Richland	yes	yes	no	no	yes	yes	yes
539	John Wood	yes	yes	no	no	no	yes	yes

Illinois Community College Board
Table IV
(Continued)

DISADVANTAGED STUDENT GRANT PROGRAM
EVALUATION

Dist. No.	Dist./Campus Name	Did your DSGP offer instruction or assistance in remedial/developmental instruction?	Did your DSGP offer General Education Development instruction or assistance?	Did your DSGP offer instruction or assistance in "life skills"?	Did your DSGP provide employability skills instruction or assistance?	Did your DSGP offer instruction or assistance in academic skills?	Did your DSGP offer vocational and technical training?
501	Kaskaskia	yes	yes	yes	yes	yes	yes
502	DuPage						
	Main	yes	yes	no	yes	yes	no
	Open	yes	yes	yes	yes	yes	yes
503	Black Hawk						
	Quad Cities	yes	yes	no	yes		no
	East	yes	yes	no	yes	no	no
504	Triton	no	yes	yes	yes		no
505	Parkland	yes	yes	yes	yes		yes
506	Sauk Valley	yes	yes	yes	yes		yes
507	Danville	yes	yes	no	yes	yes	yes
508	Chicago	yes	yes	yes	yes	yes	yes
	Kennedy-King	yes	yes	yes	yes	yes	yes
	Loop	yes	yes	yes	no	yes	yes
	Malcolm X	yes	yes	yes	no	yes	yes
	Truman	yes	yes	yes	no	yes	yes
	Olive-Harvey	yes	yes	yes	no	yes	yes
	Daley	yes	yes	yes	no	yes	yes
	Wilbur Wright	yes	yes	yes	no	yes	yes
	Urban Skills	yes	yes	yes	yes	yes	no
	City-Wide	yes	yes	yes	yes	yes	yes
509	Elgin	yes	yes	no	yes		yes
510	Thornton	yes	yes	yes	yes	yes	yes
511	Rock Valley	yes	yes	yes	yes	yes	yes
512	Harper			no		yes	
513	Illinois Valley	no	yes	no	yes	no	no
514	Illinois Central	yes	yes	yes	yes	yes	yes
515	Prairie State	yes	yes	yes	yes		yes
516	Waubonsee	yes	yes	yes	yes	yes	yes
517	Lake Land	yes	yes	yes	yes	yes	yes
518	Carl Sandburg	yes	yes	yes	yes	yes	yes
519	Highland	yes	yes	yes	yes	no	no
520	Kankakee	yes	yes	yes	yes	yes	yes
521	Rend Lake	yes	yes	yes	yes	yes	yes
522	Belleville	no	yes	yes	yes		no
523	Kishwaukee	yes	yes	yes	yes		yes
524	Moraine Valley	yes	yes	yes	yes	yes	yes
525	Joliet	yes	yes	yes	yes		no
526	Lincoln Land	yes	no	no	no	yes	yes
527	Morton	yes	yes	yes	yes		yes
528	McHenry	yes	yes	yes	yes	yes	yes
529	Illinois Eastern						
	Lincoln Trail	yes	yes	yes	yes	yes	yes
	Olney Central	yes	yes	no	yes		no
	Wabash Valley	yes	yes	yes	yes	yes	yes
	Frontier	yes	yes	yes	yes		yes
530	Logan	yes	yes	yes	yes		yes
531	Shawnee	no	yes	no	no		no
532	Lake County	yes	yes	yes	yes		no
533	Southeastern	no	yes	no	yes		no
534	Spoon River	yes	yes	yes	yes		yes
535	Oakton	yes	no	no	no		no
536	Lewis & Clark	yes	yes	no	yes		no
537	Richland	no	yes	no	yes	yes	no
539	John Wood	yes	yes	yes	yes		no

NUMBER OF STUDENTS BY RACIAL/ETHNIC ORIGIN, SEX & AGE

TABLE V ANALYSIS

Table V on Page 26 gives the number of students by racial/ethnic origin, sex, and age. Not all colleges had this information available for FY 1981. Table V reflects all reported data.

Collecting student characteristic information poses a problem for the Disadvantaged Student Program. For students enrolled in general education development, adult basic education, English as a second language, and remedial/developmental courses, this information is more readily available; however, for many other activities and services provided under the programs, participants are not required to furnish this data.

As shown below, a comparison of students by ethnic origin enrolled in Disadvantaged Student Programs with all students enrolled in community colleges shows that Disadvantaged Student Programs are serving a higher proportion of students in three categories and a lower proportion in two categories. These figures reflect only those students with specific ethnic origin and do not reflect the unknown category, which is 3.7% of the total number of students served in the Disadvantaged Student Program.

Racial/Ethnic Origin	Percent Enrolled in Community Colleges	Percent Served by Disadvantaged Grants
Asian	2.6%	6.2%
American Indian/Alaskan	1.2%	0.3%
Black	17.2%	29.9%
Hispanic	5.7%	19.9%
Caucasian	73.3%	40.0%
Other	--	3.7%

Disadvantaged Student Program enrollments include 72.6% women while men comprise 27.4%. The enrollment of women in Disadvantaged Student Programs is higher than the 57.2% female enrollment in all programs in community colleges.

Students in all age categories served by Disadvantaged Student Programs are somewhat similar in all age categories to community colleges with the exception of a lower percentage of students in the 17-20 category, and a higher percentage in the 21-24 category as indicated below.

Age Categories	Percent Enrolled in Community Colleges	Percent Served by Disadvantaged Grants
16-less	0.9%	1.3%
17-20	31.6%	24.4%
21-24	17.9%	29.5%
25-30	18.0%	17.8%
31-39	14.9%	12.6%
40-55	10.6%	8.0%
55-over	6.1%	6.4%

Illinois Community College Board
Table V

NUMBER OF STUDENTS BY RACIAL/ETHNIC ORIGIN, SEX, AND AGE

Dist. No.	Dist./Campus Name	RACE						SEX		AGE							
		Asian	American Indian	Black	Hispanic	Caucasian	Other	Male	Female	16 - Less	17 - 20	21 - 24	25 - 30	31 - 39	40 - 55	55 - Over	Totals
501	Kaskaskia	—	22	31	19	544	7	213	408	25	201	114	86	118	70	9	623
502	DuPage																
	Main	29	—	—	33	22	3	47	40	1	27	24	22	6	7	—	87
	Open	184	—	2	234	160	23	332	271	8	186	161	157	47	41	3	603
503	Black Hawk																
	Quad	260	16	339	221	1,732	233	1,173	1,628	44	1,170	760	328	278	221	—	2,801
	East	9	—	13	29	250	—	118	183	2	102	52	55	48	35	7	301
504	Triton	572	22	610	2,011	4,804	488	3,757	4,750	340	680	1,534	1,179	888	410	3,496	8,307
505	Parkland	5	2	79	4	130	2	107	115	3	94	52	36	22	13	2	222
506	Sauk Valley	24	—	9	92	149	—	106	168	—	59	60	46	47	51	11	274
507	Danville	71	11	310	16	721	60	603	786	1	530	433	221	156	43	5	1,389
508	Chicago																
	Kennedy-King	4	—	1,676	17	2	2	562	1,139	—	438	468	382	205	94	114	1,701
	Loop	88	9	727	208	35	88	454	721	—	343	356	256	109	52	59	1,175
	Malcolm X	58	67	3,609	299	16	13	1,449	2,613	—	1,005	1,359	882	483	235	98	4,062
	Truman	384	36	314	267	426	76	572	931	—	512	423	280	151	73	64	1,503
	Olive-Harvey	7	18	1,627	37	9	—	542	1,156	—	471	420	339	238	111	119	1,698
	Daley	13	7	148	66	197	—	158	273	—	162	124	83	39	16	7	431
	Wilbur Wright	98	12	368	304	1,171	109	1,108	930	—	926	598	278	115	56	85	2,058
	Urban Skills	1,993	—	15,982	14,388	7,233	1,085	18,287	22,394	202	2,500	18,456	8,156	3,815	3,756	1,796	40,681
	City-Wide	65	7	1,945	521	1,553	253	2,098	2,248	—	2,615	412	632	255	171	241	4,346
509	Elgin	638	2	29	586	454	—	957	772	84	370	421	369	305	160	20	1,729
510	Thornton	302	5	3,297	328	4,168	203	4,349	3,954	86	5,372	813	762	729	426	115	8,303
511	Rock Valley	113	—	87	74	571	7	423	429	36	418	199	69	69	42	19	852
512	Harper	929	—	10	979	869	—	1,456	1,331	23	259	697	904	530	360	14	2,787
513	Ill. Valley	6	2	3	26	426	43	152	354	3	135	117	86	83	72	10	506
514	Ill. Central	21	—	331	31	414	—	267	530	6	160	223	223	128	36	21	797
515	Prairie State	30	2	142	41	202	3	150	270	—	143	63	69	66	64	13	420
516	Waubonsee	118	16	149	855	500	38	889	787	70	363	563	323	175	129	53	1,676
517	Lake Land	8	6	20	2	914	54	464	540	2	396	208	199	125	63	11	1,004
518	Sandburg	17	1	24	56	291	—	165	224	—	126	77	79	50	35	22	389
519	Highland	22	—	89	21	491	—	268	355	38	191	149	109	49	71	16	623
520	Kankakee	188	5	607	8	385	48	511	730	9	335	342	238	131	96	30	1,241
521	Rend Lake	20	14	35	7	920	1	298	699	—	257	153	140	240	98	109	997
522	Belleville	176	2	37	39	794	9	296	741	6	223	146	202	198	206	76	1,057
523	Kishwaukee	46	3	9	91	364	6	258	261	9	174	117	89	76	43	11	519
524	Moraine Valley	36	4	298	246	1,803	251	1,242	1,396	10	1,040	553	445	324	217	49	2,638
525	Joliet	116	10	638	335	1,382	238	1,256	1,463	—	747	771	518	336	255	92	2,719
526	Lincoln Land	7	1	31	—	235	6	133	147	—	113	54	45	35	28	5	280
527	Morton	42	—	2	113	297	3	188	269	—	96	96	135	77	39	14	457
528	McHenry	31	2	3	146	386	588	620	556	8	208	252	300	228	144	36	1,176
529	Ill. Eastern																
	Lincoln Trail	10	3	4	7	495	6	207	318	—	167	163	3	3	10	177	525
	Olney Central	—	—	2	—	473	51	346	180	451	32	11	15	10	5	2	526
	Wabash Valley	16	2	17	1	870	10	366	550	21	317	252	164	65	71	26	916
	Frontier	12	—	7	—	722	—	328	413	—	54	64	64	121	285	133	741
530	Logan	6	2	74	3	218	2	126	179	12	134	56	36	31	13	3	305
531	Shawnee	—	—	73	—	434	—	124	383	1	96	110	106	82	93	19	507
532	Lake County	62	—	211	301	162	191	483	444	—	146	176	187	231	116	71	927
533	Southeastern	8	5	20	—	864	6	358	545	1	297	200	219	121	63	2	903
534	Spoon River	38	3	5	3	799	13	312	549	17	350	130	128	127	64	25	861
535	Oakton	243	70	122	92	4,188	40	2,120	2,635	19	2,354	778	382	431	294	77	4,755
536	Lewis & Clark	—	—	205	—	712	85	460	542	—	476	160	131	157	61	17	1,002
537	Richland	72	—	167	32	584	1	339	517	—	249	184	184	148	79	12	856
539	John Wood	39	16	44	10	1,036	11	476	680	26	396	236	169	188	126	15	1,156
	TOTAL	7,276	405	34,781	23,199	46,399	4,352	31,990	84,422	1,564	28,435	34,362	20,772	14,729	9,319	7,431	116,612

REASONS FOR SEPARATION FROM DISADVANTAGED STUDENT GRANT PROGRAM

TABLE VI ANALYSIS

Table VI on Page 28 identifies the number of students by category that are separated from the Disadvantaged Student Grant Program.

The information below summarizes statewide the reasons for separation from the program by categories and percent of the total separations (15,068). Table VI reflects all reported data.

Reasons for Separation	Number of Students Separated from DSGP	Percent of Total Separations
1. To take a job (unemployed when entered program)	1,130	7.0%
2. To take a better job (employed when entered program)	226	1.0%
3. To enter another training program	520	3.0%
4. Met personal objectives	2,942	19.0%
5. For lack of interest	949	6.0%
6. Because of health problems	481	3.0%
7. Because of transportation problems	755	5.0%
8. Because of child care problems	469	3.0%
9. Because of family problems	478	3.0%
10. Because of time class/program is scheduled	376	2.0%
11. For other known reasons	2,647	18.0%
12. For unknown reasons	4,095	30.0%
TOTAL	15,068	100.0%

Illinois Community College Board
Table VI

REASONS FOR SEPARATION FROM
DISADVANTAGED STUDENT GRANT PROGRAM

Dist. No.	Dist./Campus Name	To take a job (unemployed when entered program)	To take a better job (employed when entered program)	To enter another training program	Met personal objectives	For lack of interest	Because of health problems	Because of transportation problems	Because of child care problems	Because of family problems	Because of time class/ program is scheduled	For other known reasons	For unknown reasons	Total
501	Kaskaskia	8	2	5	110	42	2	1	3	6	1	12	109	299
502	DuPage													
	Main													
	Open	16		55			14	16	14					115
503	Black Hawk													
	Quad	9	3	18	24	65		4	1		9		191	324
	East	11	4	5		13	5	10	2	6	2	40	50	148
504	Triton	39	19	14	20	12	48	153	40	20	40	102	651	1,158
505	Parkland	10		33	25	7	5	1	2	1		8	8	100
506	Sauk Valley	2				27		3	1	1		3		37
507	Danville	4	2		353	128	1	6	18	2	4		10	528
508	Chicago													
	Kennedy-King													
	Loop													
	Malcolm X													
	Truman													
	Olive-Harvey													
	Daley													
	Wilbur Wright													
	Urban Skills													
	City-Wide													
509	Elgin	7	6	16	1		5	3	3	1		44		86
510	Thornton	188	37	46	110	95	54	86	50	68	28	1,680	182	2,624
511	Rock Valley	45	8	6	305		4	4	3					375
512	Harper	50	7	3	2	35	24	63	14	19	47	62	680	1,006
513	Ill. Valley	5		1	119	15	8	10	1	1	5	13	73	251
514	Ill. Central	8	2	2	22	35	3	1	4	5	2		30	114
515	Prairie State	1	2		199	3	7	4		3	9	82	38	348
516	Waubonsee	30	6	22	250	22	21	43	18	28	14	110	217	781
517	Lake Land	13	4	6	2	7	4	3		7		21	3	70
518	Sandburg	8	1	6	11	16	14	3	3	7	1	13	35	120
519	Highland	10	1	1	7	7	18	2	14	8		46	92	206
520	Kankakee	58	8	32	21	92	31	57	33	49	15	58	28	482
521	Rend Lake	17	2	3		25	27	17	7	25	11	36	97	267
522	Belleville	30	4	3	5	28	15	12	1	12	11	19	63	203
523	Kishwaukee	41	13	11	90	24	6	3	17	12	13	59	11	300
524	Moraine Valley	169	27	4	20	24	43	74	99	95	68	114	135	872
525	Joliet	229	33	190	395	69	27	80	28	17	10	2	35	1,115
526	Lincoln Land	3			45		3					20	66	137
527	Morton	16	6		9		12	3	24	21	51	12		154
528	McHenry					7	1	3						11
529	Ill. Eastern													
	Lincoln Trail					3								3
	Olney Central	6	5	5		6	2	4		4				32
	Wabash Valley	10	7		5	4	2	4	5	2		5	9	53
	Frontier	3			22	12	5						18	60
530	Logan	12	2	3	93	16	29	7	16	7		2	35	222
531	Shawnee	1	2	4		1	5	1		2	1		8	25
532	Lake County	4	7				2	21	19	3	1			57
533	Southeastern					1		1		2		1	15	20
534	Spoon River	32	1	7	2	20	11	25	12	20	8	24	6	168
535	Oakton												934	934
536	Lewis & Clark	5				20	6	10	10		5		40	96
537	Richland	10		5	2	41	12	13	1	19	14	36	54	207
539	John Wood	20	5	16	673	27	5	4	6	5	6	21	172	960
	TOTAL	1,130	226	520	2,942	949	481	755	469	478	376	2,647	4,095	15,068

IMPACT OF DISADVANTAGED STUDENT GRANT PROGRAM ON STUDENTS SERVED

TABLE VII ANALYSIS

Table VII on Pages 30 and 31 shows the different ways the Disadvantaged Student Grant Program impacts on students.

In addition to delivering educational programs, the Disadvantaged Student Grant Program provides related services that focus on special problems and needs of students. These related services reflect in Table VII the broad scope which the program addresses.

A partial listing of notable positive impacts from Table VII are:

Impact of DSGP Categories	Number of Students Statewide Who Benefited from DSGP
Were removed from public assistance since enrollment.	503
Obtained a job as a result of DSGP.	1,577
Changed or were upgraded to a better job as a result of the DSGP.	667
Completed an ABE program through the the eighth grade.	23,949
Graduated from a GED program, but were never in an ABE program.	4,588
Enrolled in other education/training programs after ABE or GED programs.	1,795

Illinois Community College Board
Table VII

IMPACT OF DISADVANTAGED STUDENT GRANT
PROGRAM ON STUDENTS SERVED

Dist. No.	Dist./Campus Name	Are employed full- or part-time	Are unemployed	Are receiving public assistance	Were removed from public assistance since enrollment	Are full-time students (enrolled for 12 credit hours)	Are part-time students (enrolled for 6 credit hours)	May be defined as migrants and are enrolled in the prog.	Are physically handicapped	Do not use English as a primary language	Are enrolled in programs for persons of limited English speaking ability	Obtained a job as a result of the Dis.Stu.Grant Program
501	Kaskaskia	63	134	188	43	78	135	97			97	17
502	DuPage											
	Main						91			68	68	
	Open						603			456	456	
503	Black Hawk											
	Quad	213	2,588	344	113	972	1,829		50	113	260	140
	East	80	221	38						32	32	
504	Triton	4,456	1,593	145	1	127	214		102	3,398	3,223	93
505	Parkland	93	129	107	7	166	56	3	131	7		34
506	Sauk Valley	108	166	18			232		10	89	55	2
507	Danville	305	1,011	56		1,050	372	16	4	61	73	3
508	Chicago											
	Kennedy-King	1,348	338			892	794		5	12		
	Loop	940	235			762	412		6	228	167	
	Malcolm X	3,332	335			2,383	1,284		28	299	17	
	Truman	1,151	288			704	630		20	902	474	
	Olive-Harvey	1,358	340			912	728		15	30		
	Oaley	345	90			253	176		10	144	26	
	Wilbur Wright	1,590	471			1,626	407		186	158	128	
	Urban Skills	13,738	25,512	3,297		960	38,290		1,250		17,310	
	City-Wide	4,129	1,033				4,387	775	2,947			
509	Elgin	778	951	457						1,244	1,221	
510	Thornton	796	1,068	358	30	2,936	2,892	7	22	587	547	164
511	Rock Valley	329	576	462	66	458	447			193	190	47
512	Harper	1,740	1,150	20	4	30	2,800		12	2,300	2,200	35
513	Ill. Valley	224	282	138	6	93	413		13	71	45	6
514	Ill. Central	342	453	249	1	296	301	52	27	52	52	60
515	Prairie State	240	150	45	2	223	160	16	14	30	21	2
516	Waubonsee	911	622	175	15		1,634	10	36	883	883	100
517	Lake Land	17		227	21	752	250	11	308	13	11	17
518	Sandburg	117	271	68	8		278		2	60	60	23
519	Highland	342	281	58	7		606		11	32	19	4
520	Kankakee	318	923	374	28	224	1,017	12	21	161	168	200
521	Rend Lake	277	444	296	17	110	900			14	14	40
522	Belleville	396	621	92	1		874		38	113	217	9
523	Kishwaukee	289	201	50	5	142	374	8	7	155	132	15
524	Moraine Valley	665	813	200	2	936	205		22	348	318	
525	Joliet	734	1,985	225	15		26		6	731	668	334
526	Lincoln Land	148	118			171	110		2	12		
527	Morton	189	81	30	6	12	246	21	3	222	149	132
528	McHenry	474	114	79	2	4	470		12	201	201	2
529	Ill. Eastern											
	Lincoln Trail								10	20	20	
	Olney Central	128		83	4	326	531		24	38	12	
	Wabash Valley	396	372	151	26	139	133		77	27	26	16
	Frontier					18	727			14	14	
530	Logan	77	223	36	4	146	68	9	11	12	3	32
531	Shawnee	88	148	47					4			6
532	Lake County	153	200	151	26	175	322	75	2	216	216	4
533	Southeastern					514	389		8			
534	Spoon River	24	218	242	20			2	12	20	20	24
535	Oakton					1,715	2,328		24	98	2,549	
536	Lewis & Clark											
537	Richland	403	453	117	3	9	70		11	92	91	
539	John Wood	150	291	98		52	574		35	44	41	16
	TOTAL	43,994	47,518	8,741	503	20,366	70,007	1,114	5,538	14,000	32,494	1,577

Illinois Community College Board
Table VII
(Continued)

IMPACT OF DISADVANTAGED STUDENT GRANT
PROGRAM ON STUDENTS SERVED

Dist. No.	Dist./Campus Name	Changed or were upgraded to a better job as a result of the DSG Program	Registered to vote for the first time	Received U.S. citizenship	Received a drivers license	Received training in completing tax forms	Completed an ABE program through the eighth grade	Enrolled in GED program (grades 9-12) after completing ABE program	Enrolled in GED program (grades 9-12) but were never in an ABE program	Graduated from a GED program but were never in an ABE program	Passed the GED test	Enrolled in other education and/or training programs after completing ABE or GED
501	Kaskaskia										97	51
502	DuPage								22	22	11	
	Main								149	149	71	
	Open											
503	Black Hawk										375	
	Quad	9			24		3	3	134	39	48	18
	East						405					
504	Triton	16		19	380	87			4	2	18	47
505	Parkland	3	83		39	20			100	46	37	5
506	Sauk Valley	1	5	5	22	3	3	3	385	298	306	58
507	Danville					2	164	49				
508	Chicago											
	Kennedy-King											
	Loop											
	Malcolm X											
	Truman											
	Olive-Harvey											
	Daley											
	Wilbur Wright						19,500	4,929				
	Urban Skills											
	City-Wide						116	25	420	291	325	
509	Elgin	37	69	10	53	582	219	232	349	202	255	75
510	Thornton	28	2	10	6		23	23	119	106	305	98
511	Rock Valley	180	25	30		450	450	50	350	250	150	
512	Harper						3	3	303	185	80	4
513	Ill. Valley	8					350	23	27	30	25	278
514	Ill. Central		2	4	18		26	3	26	1	7	
515	Prairie State	30	150	30		15	300	150	456	250	477	125
516	Waubonsee	17							197	111	142	30
517	Lake Land	8			1				257	159	212	11
518	Sandburg	4	35				77	71	604	25	35	70
519	Highland	45	42		5	150	68	12	319	229	307	83
520	Kankakee	26					358	150	627	310	380	
521	Rend Lake	7	13		1		23	20	184	58	124	57
522	Belleville	14	17	11	33	1	61	49	708		100	
523	Kishwaukee				7		288	16	331	334	665	268
524	Moraine Valley	21	8			1,210	785	489	220	146	146	117
525	Joliet	111	63	69	162	57	24	21	276	104	104	
526	Lincoln Land		6			276						
527	Morton								50	46	46	46
528	McHenry							3	58	47	38	
529	Ill. Eastern	42			1				34	10	72	96
	Lincoln Trail										81	
	Olney Central	27	18	2	3	66	183	166	106	10	20	22
	Wabash Valley								532	507	92	14
	Frontier	7			1		18	12	37	19	56	17
530	Logan	3							376	194	142	17
531	Shawnee	7	86	3	6	116	17	7	29	29	178	7
532	Lake County										283	35
533	Southeastern	5					28	28	323	248	329	121
534	Spoon River								230	131	81	25
535	Oakton											
536	Lewis & Clark		65	1	17	3	336	115				
537	Richland						121	104				
539	John Wood	11										
	TOTAL	667	689	194	779	3,038	23,949	6,756	8,342	4,588	6,220	1,795

PART III

SUMMARY AND PROJECTIONS

The increase from $1,378,750 in FY 1973 to $5,000,000 in FY 1982 represents a sizable rise in State funding for the Disadvantaged Student Grant Program, thereby giving improved services to students both in numbers served and scope of the program.

The grant application package and annual report for FY 1981 focused on measurable objectives which include:

a. Number of students served in remedial/developmental courses.
b. Number of students served in other activities (counseling, tutoring, testing).
c. Special groups served.
d. The nature of the outcomes (knowledge development, skills improved, etc.).
e. Methods of evaluation to measure the program.
f. Reasons for leaving the Disadvantaged Student Grant Program.
g. Impact of the Disadvantaged Student Grant Program.

The colleges were also asked in the annual report to describe any unique or exemplary accomplishments, anecdotal situations, or noteworthy achievements of a person or group of persons served by the Disadvantaged Student Grant Program. These short stories of people reaching goals and dreams tell the real success story of the value of the Disadvantaged Student Grant Program.

To respond to the needs of the 80's, colleges must address the concerns of all students, especially those who are least inclined to attend. This student population can differ within communities. The population may be comprised of minorities, economically disadvantaged, high school dropouts, displaced homemakers, low achievers in a degree program, unskilled, limited English speaking, underskilled, and the ever increasing adult part-time student who wants to improve career opportunities.

The Disadvantaged Student Grant Program has the ability to address these needs through linkages with the communities in activities of vigorous recruitment and outreach efforts, creation of teaching materials, and offering of special courses.

Meeting specific needs of the disadvantaged student is clearly a part of the mission of the comprehensive community college. It is for this reason that State funds to support this important program are essential.

Future projections for the FY 1982 Disadvantaged Student Grant look progressive. There is heightened interest among State educational agencies in serving disadvantaged students. Some of these specific educational needs for disadvantaged students can be met through the continued funding of the Disadvantaged Student Grant Program. Table VIII on Page 33 indicates the Final FY 1982 Disadvantaged Student Grant Program Funds Allocation.

Illinois Community College Board

TABLE VIII

FINAL FY 1982 DISADVANTAGED STUDENT GRANT FUNDS ALLOCATION

Dist. No.	District Name	FY 1980 Rem./Dev. ABE/GED/ESL Credit Hrs.	Proportion of Total Credit Hours	Basic Allocation	Remaining Allocation	Total FY 1982 Allocation
501	Kaskaskia	1,121	0.11%	$ 20,000	$ 4,470	$ 24,470
502	DuPage	5,364	0.54	40,000	21,390	61,390
503	Black Hawk	36,979	3.71	40,000	147,461	187,461
504	Triton	15,802	1.58	20,000	63,014	83,014
505	Parkland	4,326	0.43	20,000	17,251	37,251
506	Sauk Valley	2,435	0.24	20,000	9,710	29,710
507	Danville	4,539	0.45	20,000	18,100	38,100
508	Chicago	736,575	73.80	180,000	2,937,317	3,117,317
509	Elgin	8,541	0.86	20,000	34,059	54,059
510	Thornton	23,653	2.37	20,000	94,321	114,321
511	Rock Valley	3,943	0.40	20,000	15,724	35,724
512	Harper	12,289	1.23	20,000	49,005	69,005
513	Illinois Valley	1,866	0.19	20,000	7,441	27,441
514	Illinois Central	7,964	0.80	20,000	31,758	51,758
515	Prairie State	2,326	0.23	20,000	9,275	29,275
516	Waubonsee	5,145	0.52	20,000	20,517	40,517
517	Lake Land	2,776	0.28	20,000	11,070	31,070
518	Carl Sandburg	1,824	0.15	20,000	7,274	27,274
519	Highland	2,675	0.27	20,000	10,667	30,667
520	Kankakee	9,261	0.93	20,000	36,930	56,930
521	Rend Lake	2,419	0.24	20,000	9,646	29,646
522	Belleville	13,417	1.34	20,000	53,503	73,503
523	Kishwaukee	5,518	0.55	20,000	22,004	42,004
524	Moraine Valley	12,806	1.28	20,000	51,066	71,066
525	Joliet	17,555	1.76	20,000	70,004	90,004
526	Lincoln Land	2,031	0.20	20,000	8,099	28,099
527	Morton	1,971	0.20	20,000	7,860	27,860
528	McHenry	1,999	0.20	20,000	7,971	27,971
529	Illinois Eastern	5,998	0.60	80,000	23,918	103,918
530	Logan	1,886	0.19	20,000	7,521	27,521
531	Shawnee	4,022	0.40	20,000	16,039	36,039
532	Lake County	9,563	0.96	20,000	38,134	58,134
533	Southeastern	1,866	0.19	20,000	7,441	27,441
534	Spoon River	2,680	0.27	20,000	10,687	30,687
535	Oakton	11,948	1.20	20,000	47,645	67,645
536	Lewis & Clark	7,615	0.76	20,000	30,366	50,366
537	Richland	3,627	0.36	20,000	14,463	34,463
539	John Wood	1,725	0.17	20,000	6,879	26,879
TOTALS		998,050	100.00%	$1,020,000	$3,980,000	$5,000,000

Formula for FY 1982 Disadvantaged Student Grants:

Total Appropriation	$5,000,000
Less Basic Grant per Campus ($20,000 x 51)	-1,020,000
Remaining Allocation	3,980,000
Divided by the Number of FY 1980 Remed./Dev. + ABE/ASE Credit Hours	- 998,050
Disadvantaged Student Grant Allocation per Credit Hour	$ 3.9877

APPENDIX A

DISADVANTAGED STUDENT GRANT COORDINATORS

DISADVANTAGED STUDENT GRANT COORDINATORS

Belleville Area College - John Sylvester

Black Hawk College, Quad Cities - Otto W. Schweinberger

Black Hawk College, East - William Simpson

City Colleges of Chicago - Gary Lonquist

Danville Area Community College - A. Madeline Cheek

College of DuPage - Dick Miller

College of DuPage, Main Campus - Carole Dobbie

College of DuPage, Open College - Leslie E. Schmahl

Elgin Community College - Lynn H. Willett

William Rainey Harper College - George A. Voegel

Highland Community College - Robert F. Baker

Illinois Central College - Evan Jackson

Illinois Eastern Community College - E. Kenton Peak

Lincoln Trail College - Searoba Mascher

Olney Central College - John Evans

Wabash Valley College - Judy Saltsgaver

Frontier Community College - Jerry Hefley

Illinois Valley Community College - James Kafka

Joliet Junior College - Margaret Linton

Kankakee Community College - Douglas S. VanNostran

Kaskaskia College - Jack DuHasek

Kishwaukee College - F. Jeanette Crum

College of Lake County - Frank G. Adams

Lake Land College - Larry Larvick

Lewis & Clark Community College - Nicholas J. Moehn

Lincoln Land Community College - Urania P. Giavaras

DISADVANTAGED STUDENT GRANT COORDINATORS
(Continued)

John A. Logan - Carl Planinc

McHenry County College - Ed Elsner

Moraine Valley Community College - Philip C. Theodorou

Morton College - Les Schlembach

Oakton Community College - Kaye Bensinger Bentley

Parkland College - Donald Swank

Prairie State College - Katherine Gavin

Rend Lake College - Pamela Sharp

Richland Community College - Roger D. Wenberg

Rock Valley College - Gary L. Baker

Carl Sandburg College - Lanny D. Rudd

Sauk Valley College - John Sagmoe

Shawnee College - George A. Floyd

Southeastern Illinois College - Ben Cullers

Spoon River College - Rick Shannon

Thornton Community College - Theda M. Hambright

Triton College - Particia Bauhs

Waubonsee Community College - Carol J. Viola

John Wood Community College - J. V. Hopper

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